



Mile High Academy Summer Honors Program 10th Grade

Overview:

The Mile High Academy Summer Honors Program is designed to keep students' skills sharp over the summer and prepare them for their futures. Participation in the summer program is required for all honors students. Completing the honors requirements is a prerequisite to consideration for National Honors Society membership.

General Requirements:

The Summer Honors Program consists of two components – the experiential component and the academic component. The experiential component is designed to help students identify a future career path through internships or volunteer service. The academic component is designed to help students stay mentally engaged over the summer.

All assignments are due on the first day of the school year. Failure to turn in the assignment at that time may result in the student being asked to withdraw from the MHA honors program.

Contact Information:

Should you have any general questions regarding the summer honors program, please feel free to contact our registrar, Brenda Rodie (brodie@milehighacademy.org) or Jenni Eno (jeno@milehighacademy.org). Direct specific project questions to the appropriate teacher:

- **Bible:** Leandro Bizama; lbizama@milehighacademy.org
- **English:** Jenni Eno; jeno@milehighacademy.org
- **Math:** Brian Howard; bhoward@milehighacademy.org
- **Physical Education:** Erik Pardo; epardo@milehighacademy.org
- **Science/Algebra I:** Lisa Venteicher; lventeicher@milehighacademy.org
- **History:** Rebecca Berg; rberg@milehighacademy.org
- **Technology:** Tyler Rettler; trettler@milehighacademy.org

Summer Program Checklist

Directions:

Use this checklist to ensure that you complete all of the project requirements.

Experiential Component

- Complete internship/volunteer service
- Have your supervisor complete the "Work Evaluation Form"
- Complete the self-reflection essay

Academic Component

- Complete the English project
- Complete the Math project

Choose ONE additional project in an area of interest

- Bible
- Science
- History
- Technology

Academic Project Steps:

- Read the project descriptions
- Determine which optional project you will complete (Bible, Physical Education, Science, Social Studies, or Technology)
- Thoroughly understand the directions and requirements
- Contact teachers with any questions
- Obtain the necessary materials
- Complete the projects
- Double-check that you met the project requirements including formatting instructions
- Turn-in in the assignments to the department head on the first day of school

Experiential Component

Project Overview:

- Complete 15 hours of internship or volunteer service
- Have your supervisor complete the "Work Evaluation Form" (available on the MHA website: Academics → Honors Program → Honors Work Evaluation Form)
- Complete your personal reflection essay

Internship/Volunteer Requirements:

It is our desire to make the experiential track as applicable to our students' future careers as possible. Therefore, there are some stipulations regarding where and for whom our students can volunteer.

- Internships and volunteer service may take place at any organization large enough that it employs workers. For example, students can volunteer at an animal shelter, but cannot pull weeds for a neighbor to meet the Honors Program requirements (though we certainly encourage all forms of service in your personal life).
- The student's supervisor cannot be a relative, family friend, or personal friend as we want the student to have to take the initiative to apply for or otherwise arrange for the position. We also want the student to experience working under a supervisor as one would in a work environment.

Personal Reflection Requirements:

Each student must complete a well-crafted, typed personal reflection essay that answers the following questions:

- Where did you volunteer or complete your internship and why did you choose that location?
- What tasks were you asked to complete as part of your job?
- How did completing these tasks make you feel? Did you enjoy the work? Did you find it satisfying?
- What connection do you see between your work/volunteer service and school?
- In what ways did you personally grow through this experience?
- How do you believe that your personal growth will help you in your future career?

FAQ:

- It is okay to work/volunteer at multiple locations to reach the required 15 hours. Each supervisor will need to fill out the "Work Evaluation Form," and the personal reflection essay should represent all of the activities engaged in by the student.
- Students are required to secure their own internship or volunteer opportunity. (MHA staff will be happy to provide recommendation letters for our students upon request.)
- Honors volunteer hours also count towards the volunteer hours required for graduation.

Academic Component

Complete the English, Math, and one project in a subject area of your choosing to fulfill the academic component of the summer program.

English

Project Overview:

Choose ONE book (that you have not previously read) to read from the list below and complete the corresponding assignment. The books are available at your local library or for purchase through any major book retailer.

*Note that all essays should be typed, double-spaced, in Times New Roman 12 pt. font.

Title: *A Narrative of the Life of Frederick Douglass*

Author: Frederick Douglass

Description: Frederick Douglass was born a slave circa 1818. In this rare, first-hand account of slavery from a slave's perspective, Douglass reveals much about the cruelty and hypocrisy of slavery. Though the book's primary goal is to shine a light on the dark secrets of American slavery, the book also contains many life lessons on the value of education, perseverance, and human decency.

Assignment: According to Douglass, Christianity had a negative effect on slave owners because they felt that their actions towards slaves were justified. In a five-paragraph essay, address the following:

1. Douglass clearly sees conflict between his understanding of Christianity and the behavior of Christian slave owners in his life. According to Douglass, what are the characteristics of a true Christian? Use at least two quotes to support your position.
2. Describe the actions of the "Christian" slave owners who Douglass encounters.
3. Although nearly all Christians today believe that slavery is wrong, many still use the Bible to justify prejudice or cruel behavior towards certain people groups. What groups of people do some Christians mistreat in our contemporary society?

Title: *Night*

Author: Elie Wiesel

Description: In this deeply thought-provoking work, Wiesel describes many of his own experiences as a Jewish teenager during the Holocaust through the eyes of the protagonist Eliezer. Like so many other Jews during this time, Eliezer was sent to a concentration camp and separated from his mother and sister. Only his father remains as they struggle to survive the physical and psychological torment of life inside a concentration camp.

*Please note that as a largely autobiographical work, this is a realistic account of the Holocaust. Though the account is tastefully done and considered a staple of high school literature, it is a heart-wrenching story complete with violence, neglect, and abuse. Discuss your choice with your parents prior to selecting this book.

Assignment: In one of the most famous quotes from *Night*, Eliezer states that the horrors he experienced in the internment camps "murdered my God and my soul and turned my dreams to dust." In a five-paragraph essay, discuss this passage. Is this statement true? Did Eliezer really lose his faith, his soul, and his dreams? By extension, did Elie Wiesel lose his faith, his soul, and his dreams? Remember that though the experiences related in *Night* are almost entirely true of Wiesel's own life, he created Eliezer to be a representation not just of himself, but also of the Jewish people. Your response to the questions related to Eliezer may or may not be the same for Wiesel. Support your answer using concrete evidence from the book.

Mathematics

Project Overview:

Assignments are based on what mathematics class students will be entering in the school year following the summer math program. Assignment descriptions are as follows:

Students Entering Geometry

Step 1: If you do not already have a Khan Academy account, set up an account.

Step 2: Add Mr. Howard as your teacher on the account

Step 3: Complete the following sections in the Geometry Khan Academy class: Geometry Foundations

Students Entering Algebra II – Problem Solving

Get your textbook ahead of time in order to complete these assignments. The book is:

Larson, Ron, et al. 2012. *Holt McDougal Larson Algebra 2*. Houghton Mifflin Harcourt Publishing Company. ISBN 9780547647159.

In the "Student Resources" portion of the textbook, there is a section called "Skills Review Handbook." There are 27 topics covered. Each topic has examples and practice problems. You must do the following five sections:

1. "Binomial Products"
2. "LCDs of Rational Expressions"
3. "Writing Algebraic Expressions"
4. "Triangle Relationships"
5. "More Problem Solving Strategies"

In addition to these five sections, you are to choose five more sections, for a total of 10 assignments. Choose sections that you know from your own mathematical experience are areas that you need to improve. Be honest with yourself. Do not just choose a section because it looks easy or you know that it will be easy for you. Instead, choose sections that will help you improve your skills.

Each assignment must have either 20 problems or all of the problems completed, whichever occurs first. For example, the section “Calculating with Percents” has 31 practice problems. Do 20 of them to complete the assignment. However, the section “Perimeter and Area” has 8 problems. Do all of them to complete the assignment.

Calculator Use is Prohibited. Sure, it is impossible to verify whether you use your calculator or not, but take it as a challenge!

Students Entering PreCalculus – Problem Solving

Get your textbook ahead of time in order to complete these assignments. The book is:

Larson, Ron. 2014. *PreCalculus with Limits, 3rd Edition*. Cengage Learning. ISBN 9781133962885.

In Appendix A (p. A1) of the textbook, there are seven sections which are designed to be a review of the fundamental concepts of Algebra. You are to review each of the concepts for sections A.1-A.7. There are many examples and good explanations of all of the concepts. Once you have reviewed each of the sections, you are to complete 25 problems from the exercises section. Choose any 25 problems, but make sure that you choose at least one from each type of problem that is presented. For example, in the A.1 Exercises, there are sections labeled “Classifying Real Numbers,” “Plotting Points on the Real Number Line,” “Plotting and Ordering Real Numbers,” etc. Choose at least 1 problem from each of these sections to complete.

Calculator Use is Prohibited. Sure, it is impossible to verify whether you use your calculator or not, but take it as a challenge!

Students Entering AP Statistics – Reading and Problem Solving

Get your textbook ahead of time in order to complete these assignments. The book is:

Starnes, Tabor, Yates and Moore. *The Practice of Statistics, 5th Edition*. W.H. Freeman. 2014. ISBN: 978-1464108730. (look for the flamingoes!)

You are to read Chapter 1 of the textbook. The objectives are listed on the left and the assignments are listed on the right. You are to have all of the problems completed before the first day of class. On the first day of class we will review the syllabus, and then check the problems together in class. If you do not have the assignment ready for class on the first day, it will be considered late and will therefore be subject to applicable “late assignment” penalties.

1.1 - Data Analysis: Making Sense of Data Identify Individuals and variables in data sets. Classify variables as Categorical or Quantitative.	1.1 p20 #11, 15, 17, 25
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<p>1.2 - Displaying Quantitative Data with Graphs Make and interpret dot plots, stem plots and histograms of data. Describe shape, center and spread and identify outliers. Compare dot plots, stem plots and histograms.</p>	<p>1.2 p41 #39, 43, 53, 59</p>
<p>1.3 - Describing Quantitative Data with Numbers Calculate and interpret measures of center and spread. Choose the appropriate measure of center and spread in a given setting. Identify outliers using the 1.5* IOR rule. Make and interpret boxplots. Use appropriate graphs and numerical summaries to compare distributions of quantitative variables.</p>	<p>1.3 p69 #83, 88, 91, 93, 97, 99, 105</p>

Bible

Project Overview:

Choose one of the projects below. Each option requires about 100 pages of reading from an adaptation of the classic *Conflict of the Ages* series, by Ellen G. White. You can purchase it online from the Adventist Book Center website or visit the store on Downing across from Porter Hospital to pick up a copy there.

Step 1:

Read *Humble Hero*, chapters 74-87, pages 317-380

Description: This is an adaptation of *The Desire of the Ages*, considered by the Library of Congress to be one of the best biographies of Jesus.

Step 2:

Write five quotes from the reading that, in your opinion, show the conflict between good and evil in this period of Jesus' ministry.

Step 3:

Choose one of the following:

Written assignment: Write a 10-paragraph essay outlining how the war between good and evil started and how it will end. Start by discussing why God allowed evil and how evil has affected human life. Share how you have experienced this same struggle in your life. Close the essay by explaining how God has overcome evil through self-sacrifice and why He has the right to bring justice to Satan and his kingdom of darkness.

***Small Group Study Guide:** Develop a one-hour small group study guide and use it to lead a group discussion/study in the setting of your choice. Design the study around the reading

material. You can separate the discussion/study into two sessions if you want. Make sure to turn in the study guide and the recorded discussion.

***Sermon:** Make either an outline or a manuscript for a sermon based on one of the chapters or stories in the reading. Then, deliver the sermon in a setting of your choosing. The sermon can be anywhere from 15 minutes to 30 minutes long. Make sure to turn in your outline or manuscript and your recording of it.

*The video recording can be saved in any format that would allow a computer to play it.

History

Project Overview:

Read the book below and complete the corresponding assignment. If you have already read *Code Talker* contact Mrs. Berg (rberg@milehighacademy.org) for an alternate assignment. The book is available at your local library, or you may purchase it from any major book retailer.

Title: *Code Talker*

Authors: Chester Nez

Description: His name wasn't Chester Nez. That was the English name he was assigned in kindergarten. And in boarding school at Fort Defiance, he was punished for speaking his native language, as the teachers sought to rid him of his culture and traditions. But discrimination didn't stop Chester from answering the call to defend his country after Pearl Harbor, for the Navajo have always been warriors, and his upbringing on a New Mexico reservation gave him the strength—both physical and mental—to excel as a marine.

During World War II, the Japanese had managed to crack every code the United States used. But when the Marines turned to its Navajo recruits to develop and implement a secret military language, they created the only unbroken code in modern warfare—and helped assure victory for the United States over Japan in the South Pacific.

Assignment: Write a 1-2page reflection on the following:

- Compare the way the Navajo people were treated in America to the selfless service they gave for America.

*Note that the reflection should be typed, double-spaced, and written in Times New Roman 12 pt. font.

Science

Project Overview:

Assignments are based on what science class students will be entering in the school year following the summer science program. Assignment descriptions are as follows:

Environmental Science – No Prerequisite Required

Conduct a fun and informative research project on an environmental science topic of your choosing, and write a double-spaced research paper about five pages long.

The topic can be any area of interest within chemistry. Since many areas of chemistry spill over into biology, it is acceptable that your topic may include biochemistry or physical chemistry concepts.

You will need to find at least eight sources to develop further knowledge on the subject. Include the following in your essay:

- Science involved
- Alternative/similar research efforts
- Benefits to society
- Company development
- Popular demand
- Effects on society
- Negative impacts (if applicable)

Sources must be cited properly using APA format.

Chemistry – Concurrent Requisite Alg. II

Conduct a fun and informative research project on a chemistry-related topic of your choosing, and write a double-spaced research paper about five pages long.

The topic can be any area of interest within chemistry. Since many areas of chemistry spill over into biology, it is acceptable that your topic may include biochemistry or physical chemistry concepts.

You will need to find at least eight sources to develop further knowledge on the subject. Include the following in your essay:

- Science involved
- Alternative/similar research efforts
- Benefits to society
- Company development
- Popular demand
- Effects on society
- Negative impacts (if applicable)

Sources must be cited properly using APA format.

Technology

Step 1:

Choose one topic from the list below or submit a topic of your own before the end of the school year for approval:

- The Cloud – Pros and Cons
- Social Networking and how it has changed relationships and marketing
- Online safety (identity theft, digital footprints, etc.)
- IT Security – Research issues dealing with IT security (e.g. social engineering, the Target data theft, software vulnerabilities, the Heartbleed vulnerability, viruses and malware, etc.).
- Content filtering – Does it have a place at school or work?
- Software and/or music and movie piracy
- IT investment challenges – Some examples include trying to plan multi-year technology strategies in a quickly moving area, budget considerations and challenges, and causes and ramifications of over/under-buying.

Step 2:

Research the topic using at least 3 sources from at least 2 of the following categories: book, research database, website/blog, magazine, video, documentary, interview, or podcast. Please list the sources you use even if they are not quoted in the paper.

Step 3:

Write an executive summary of your findings on the topic. Then, answer the following questions in 1-3 paragraphs:

- What did you learn about your topic? Did anything surprise you?
- Do you think this topic is something relevant to students and/or the school? Why or why not?
- Do you think the issues involving your topic will get better or worse as time goes on? Why?
- How did you go about researching your topic and finding sources?

Potential Resources:

- www.pcmagazine.com
- www.pcworld.com
- www.us-cert.gov
- www.cnet.com
- <http://blog.opendns.com>
- <http://www.microsoft.com/en-us/piracy>
- <http://www.smbitjournal.com>
- <http://www.bsa.org>

- *Worm: The First Digital World War* by Mark Bowden
- *Glass Houses: Privacy, Secrecy, and Cyber Insecurity in a Transparent World* by Joel Brenner
- *The Art of Intrusion* and *The Art of Deception* by Kevin Mitnick

It is suggested that you use the library for some of your research – if your local library does not have a book you need, there is a good chance they can borrow it for you from another library that does.